

# 2021-2026



## 2021 – 2026 Strategic Plan **ACTION STEPS**

*A Companion Document to the 2021-2026 Strategic Plan*

Miami-Dade County Public Schools



# Summary of Pillars & *Priorities*

## Pillar I

### *Relevant, Rigorous, & Innovative Academics*

Ensure that all students graduate with a relevant, viable post-secondary plan.

Eliminate the achievement gap while accelerating all students to their full academic potential.

Provide equitable access to quality and innovative instructional programs.

## Pillar II

### *Safe, Healthy, & Supportive Learning Environments*

Provide a safe, secure, and clean environment for all District students, staff, and visitors.

Promote the physical, emotional, and mental health of students and employees within and beyond school.

Provide the necessary supports to promote student access and engagement.

## Pillar III

### *Highly Effective Teachers, Leaders, & Staff*

Recruit and retain the most qualified employees.

Develop a culturally responsive and high-performing workforce.

Develop administrators as effective leaders of human capital.

## Pillar IV

### *Informed, Engaged, & Empowered Stakeholders*

Enhance and diversify communication strategies to strengthen stakeholder understanding.

Improve and amplify meaningful two-way communication with stakeholders to ensure equity and access.

Empower all stakeholders to be active participants and advocates in public education.

## Pillar V

### *Effective & Sustainable Operational Practices*

Maintain the District's strong financial position.

Ensure efficient and effective business practices.

Ensure equitable purchasing/procurement practices.

Establish and implement sustainability practices.



# Pillar I Priorities, Objectives & Action Steps

**Priority 1** Ensure that all students graduate with a relevant, viable post-secondary plan.

**Objective 1: Ninety-five percent of high school students will obtain a standard diploma.**

- Deploy a new portal report for students and parents to monitor progress towards graduation.
- Utilize and apply early warning indicators beginning in a student's freshman year to ensure he/she is on-track to graduate by monitoring the progress of students by subgroups and proactively intervene when students show early signs of attendance, behavior, or academic problems.
- Provide intensive academic support to students who are off-track and face significant challenges to academic success through academic advisement, intensive courses, and/or extended learning opportunities.
- Expand collaboration among high school counseling teams, ESE (Exceptional Student Education) teams, and Transition Specialists to ensure that students with disabilities are maximizing opportunities to graduate with a standard diploma and implementing a post-secondary plan.
- Support high schools' use of a comprehensive college and career planning tool (SCOIR) to ensure students have a post-secondary plan.
- Continue to create half-credit and full-credit recovery options for secondary students to meet graduation requirements.
- Monitor course offerings at alternative education sites to ensure students meet graduation requirements.
- Add financial literacy to the required topics of study in the Student Progression Plan for grades K-12, include financial literacy lessons in the social science pacing guides at all grade levels, and provide professional development to teachers.

**Objective 2: Increase the percentage of graduating seniors earning one college or career credit to at least 80%.**

- Promote college/career readiness in middle school and high school through professional development on college readiness, student progression, diploma pathways, Career and Technical Education (CTE) pathways/stacking of credentials, and career planning for middle school, K-8, and high school counselors.
- Increase Career Dual Enrollment opportunities for students in CTE programs by expanding course offerings at our seven technical colleges that meet the clock-hour acceleration state requirements.
- Collaborate with colleges/universities/technical colleges to offer teacher/counselor training to build awareness of the career pathways from middle school to post-secondary being provided at these entities.
- Align school-site CTE course offerings to labor market demand and promote CTE programs through student testimonials.
- Provide Advanced Placement (AP), Cambridge (AICE), International Baccalaureate (IB) and Dual Enrollment (DE) teachers, counselors, and coordinators with ongoing professional development on strategies for increasing student participation and achievement in these courses.
- Provide AP, IB, and AICE students with Student Curriculum Review sessions to provide strategies and tips for increasing achievement on AP/IB/AICE course exams.
- Expand Dual Enrollment opportunities by increasing DE partnerships and offering a variety of DE options, including courses on the high school campus, facilitated online models, courses on the college/university campus, and online/virtual/blended DE courses during the school year and summer term.

# Pillar I Priorities, Objectives & Action Steps

**Priority 2** Eliminate the achievement gap while accelerating all students to their full academic potential.

**Objective 1: Increase the percentage of students achieving on or above grade-level performance on state assessments in English Language Arts, Mathematics, Algebra I, Geometry, Science, and Social Studies by at least 10 percentage points per content area.**

- Develop and implement an annual professional development plan for teachers and administrators that addresses the needs of students and promotes quality instructional practices.
- Implement a progress monitoring system to ensure that all standards are taught and assessed for mastery; ensure that data generated is utilized for differentiating instruction that includes remediation and acceleration.
- Assist school-site administrators with data analysis to ensure that data chats with instructional staff are intentional and purposeful.
- Provide targeted, job-embedded support to schools based on data.
- Promote student participation in District, state, national, and international academic competitions and enrichment initiatives.

**Objective 2: Narrow the achievement gap by increasing the percentage of underperforming subgroups achieving on or above grade level assessments in English Language Arts and Mathematics by 25 percentage points.**

- Redesign the pedagogical approaches to providing instruction and remediation in ELA and Math for underperforming students.
- Provide professional development to ELA, Reading, and Math teachers on culturally responsive teaching as well as strategies for setting a classroom culture of high expectations, increasing student engagement, developing grade-appropriate assignments, and delivering strong instruction.
- Expand early childhood programs across the District to address foundational reading and numeracy skills as early as possible (Kindergarten readiness).
- Refine the utilization of District data tools to progress monitor student performance, analyze data results by subgroups, and develop actionable instructional strategies to address academic needs.
- Provide training and additional resources to school sites to support the implementation of the Multi-Tiered System of Support (MTSS).
- Engage parents as partners and provide them with information on student progress and how they can help at home to improve student academic performance.
- Expand whole system supports through community partnerships that provide services to students which address socio-economic needs, academic support, and SEL systems in order to extend our reach and remove barriers to learning associated with poverty and marginalization.

**Objective 3: Reduce the percentage of long-term English Language Learners in the English for Speakers of Other Languages program by 5 percentage points.**

- Develop and implement annual professional development for ELA/ESOL K-12 teachers on evidence-based methods of addressing the needs of English Language Learners (ELLs).
- Promote quality instructional practices through the development of instructional pacing guides that embed the WIDA Can Do Descriptors as well as the state standards.
- Provide training for school site administrators and ESOL Liaisons on guidelines for monitoring, evaluating, and addressing the needs of long-term ELLs.
- Enhance guidance documents for school site leaders on best practices in scheduling ELLs within the ESOL program.
- Utilize the Bilingual Parent Outreach Program (BPOP) to communicate with ESOL students and families about District academic programs related to college and career options as well as extra-curricular activities.

# Pillar I Priorities, Objectives & Action Steps

**Priority 2** Eliminate the achievement gap while accelerating all students to their full academic potential.

**Objective 4: Increase the percentage of M-DCPS Voluntary Prekindergarten (VPK) Program students that score ready for kindergarten by 10 percentage points.**

- Provide professional development to all stakeholders on the new screening and VPK progress monitoring program.
- Develop data chat protocols to be used with administrators, instructional staff, and families.
- Provide Pre-K teachers with curriculum support on standards-aligned instruction.
- Implement strategic monitoring and tiered support for continuous progress of all learners.

**Objective 5: Increase the inclusion rate of students with disabilities into mainstream classrooms by 10 percentage points.**

- Monitor the inclusion rate and share information systematically with District, region, and school-site personnel monthly.
- Tier schools by inclusion rate, percentage of ESE students coupled with percent within exceptionality subgroups and provide monthly technical support visits and development for schools below the District average.
- Develop inclusion action plans for schools below the District average that are designated Tier 3 Least Restrictive Environment (LRE) schools.
- Provide professional development sessions for teachers in partnership with the Florida Inclusion Network (FIN) on a monthly basis.
- Analyze exceptionality data monthly to identify patterns in the over identification of exceptionalities by race, ethnicity, and gender (disproportionality) and share with schools/regions.
- Develop and implement a District action plan to decrease disproportionality in exceptionalities by subgroup.

# Pillar I Priorities, Objectives & Action Steps

**Priority 3** Provide equitable access to quality and innovative instructional programs.

**Objective 1: Improve school performance to ensure 100% of District schools earn or maintain a grade of C or better as determined by Florida's School Accountability Program.**

- Monitor the progress of student performance by analyzing and reviewing quantitative data on formative assessments (i-Ready Diagnostics, Mid-year Assessments, and topic assessments).
- Utilize the District Support Formula to identify and provide support to selected schools (Tier 1 Watch, Tier 2, and Tier 3).
- Promote a culture of continuous improvement to ensure sustainable practices through the School Improvement Process.
- Offer extended learning opportunities to mitigate learning loss and regression in the areas of reading, math, science, and social studies.
- Provide timely and relevant professional development for stakeholders on evidenced-based practices and high-yield, high-impact strategies.
- Utilize the District Support Formula to target schools for the allocation of additional funding, personnel, and resources.
- Utilize multiple measures, including growth measures, to inform improvement and accountability in underperforming groups.
- Employ the Multi-Tiered System of Support (MTSS) to integrate academic and behavior interventions as the driving mechanism for improving student outcomes.
- Expand partnerships that provide in-class support to students across all grade configurations.

**Objective 2: Increase magnet program enrollment across the District by 10%.**

- Increase the number of magnet program offerings throughout the District's elementary and K-8 schools.
- Identify programs with the greatest interest/demand in order to replicate those programs in other schools and areas of the District.
- Provide targeted marketing, recruitment strategies, and support to under-enrolled magnet programs.
- Provide technical workshops for magnet school administrators and lead teachers that focus on marketing, recruitment, onboarding, and retention strategies that result in increased enrollment.
- Increase magnet transportation options as possible.

**Objective 3: Increase the number of students that participate in District pre-school programs by 10%.**

- Monitor school needs and waitlists for Pre-K programs and identify opportunities for expansion across all Regions.
- Open additional Pre-K classrooms based on waitlists, funding, and available classroom space.
- Include community-based organizations and other partners in recruitment communications.
- Promote the District's Early Childhood Programs via various platforms and community forums.
- Support school administrators with leading early learning best practices to strengthen the primary grade continuum of learning environment and family engagement.
- Conduct monthly in-person and virtual community outreach recruitment efforts.

**Objective 4: Increase the number of secondary students enrolled in computer science courses by 10%.**

- Embed computer literacy skills and computational thinking across the curriculum in elementary classrooms to expand access and strengthen computer science pathways at the secondary level.
- Provide professional development to elementary school teachers in computational thinking.
- Provide opportunities for teachers at all grade levels to obtain state certification in computer science.
- Explore partnerships to increase and enhance computer science offerings at all grade levels.
- Promote robotics and coding clubs/competitions at all grade levels.
- Promote student participation in college-level Computer Science courses (including AP, IB, AICE, and DE courses).

# Pillar I Priorities, Objectives & Action Steps

**Priority 3** Provide equitable access to quality and innovative instructional programs.

**Objective 5: Increase the percent of students who graduate with a Florida Seal of Biliteracy to 20%.**

- Develop a District brochure and a website page to inform students and parents of the Florida Seal of Biliteracy guidelines and criteria.
- Have School Counselors emphasize the criteria for earning the Florida Seal of Biliteracy when conducting articulation meetings with students entering secondary schools.
- Conduct informational meetings and parent webinars to provide details on the requirements for earning a Florida Seal of Biliteracy as well as the benefits of biliteracy skills for a global society.
- Expand opportunities for students to participate in foreign language programs.

**Objective 6: Increase the number of students enrolled in Career and Technical Education (CTE) courses by 5%.**

- Build awareness by developing CTE Program infographics that are research-based and capture career clusters, labor market demand, salary, education needed, and future market trends.
- Promote CTE programs to under-represented populations and increase gender equity across programs.
- Ensure that career pathway programs are implemented with fidelity to high industry standards and have equitable student access to the curriculum, academic experiences, work-based opportunities, and internship preparation for college and careers.

**Objective 7: Increase enrollment of underrepresented subgroups in advanced academic course offerings, including gifted, by 5 percentage points.**

- Analyze student enrollment in advanced academic course offerings by subgroup.
- Provide targeted support to schools with populations that are underrepresented and/or underperforming in advanced academic course offerings.
- Conduct professional development for all stakeholders on the identification of underrepresented students for gifted and advanced academic programs and the benefits provided by participating in these programs.
- Administer non-verbal ability tests to screen potential students for the gifted program.
- Increase the training on and use of culturally and linguistically responsive gifted evaluation instruments to better identify underrepresented students for gifted education.
- Ensure that all senior high schools offer a minimum threshold of AP/IB/AICE/DE courses.
- Expand dual enrollment course offerings at targeted sites through new partnerships that augment course offerings beyond those available through local post-secondary partners.
- Expand dual enrollment opportunities at schools with limited DE offerings through increased credentialing of teachers and facilitated online courses co-taught by university professors and high school teachers.

**Objective 8: Promote universal digital literacy by accelerating the integration of digital resources into teaching and learning as demonstrated by an increase in the District's 2024 digital resource capacity accreditation rating from Needs Improvement to Meets or Exceeds Expectations.**

- Provide professional development opportunities for instructional and administrative staff to attain the technical skills necessary to effectively implement and manage the Learning Management System (LMS) platform at the classroom and school level, respectively.
- Form a teacher steering committee to guide and inform LMS configuration decisions.
- Provide targeted professional development for instructional and administrative staff on how to increase student engagement and measure student progress using technology tools.
- Coordinate and deploy digital resources and associated professional development on the effective use of those resources in classroom instruction.

## Pillar II Priorities, Objectives & Action Steps

**Priority 1** Provide a safe, secure, and clean environment for all District students, staff, and visitors.

**Objective 1: Increase the overall school passage rate on sanitation audits/health inspections to 95%.**

- Guide the work and training of custodians and administrators to support compliance with health and sanitation regulations.
- Monitor Scrubs Plus incidents as well as sanitation audit information from the Department of Health and provide support to essential school-site employees on the completion of appropriate corrective action, as needed.
- Convene a specialized custodial team within each Region that can be deployed when master cleaning is required.

**Objective 2: Increase indoor environmental quality in at least 80% of all schools.**

- Install bi-polar ionization, MERV 13 filters, and CO2 sensors in all new construction and HVAC renovation projects.
- Replace obsolete HVAC systems in at-risk facilities.
- Implement a “reduced idling policy” for all buses and parent vehicles outside District facilities to reduce local concentrated pollutants.
- Install LED lighting in all new construction and renovation projects.
- Complete campus-wide LED lighting upgrades at targeted schools to improve light conditions and quality.

**Objective 3: Decrease the number of Code of Student Conduct violations related to bullying, harassment, and fighting by at least 15%.**

- Provide school-based staff with professional development on de-escalation strategies, classroom management, and school environmental safety.
- Recognize and reward model student behaviors aligned to core values.
- Monitor Student Case Management (SCM) data by violation to inform improvements and the provision of appropriate support.
- Leverage School Resource Officers to assist in raising awareness among students and families of the Code of Student Conduct (COSC), school-based safety efforts, and positive behavior initiatives.

**Objective 4: At least 80% of students, parents, and staff will agree that schools are safe and clean.**

- Utilize sanitation audit and health inspection findings to inform improvements within schools.
- Augment professional development opportunities related to school cleanliness for school-based personnel.
- Expand training regarding school safety and security measures (e.g. active shooter, fire, and lockdown drills; visitor protocols; etc.) to all school-based employees.
- Implement multi-functional student identification cards across all schools.
- Enhance safety-related communication with families throughout the school year.

## Pillar II Priorities, Objectives & Action Steps

**Priority 2** Promote the physical, emotional, and mental health of students and employees within and beyond school.

**Objective 1: Increase student and employee participation in District-sponsored wellness initiatives and activities by 20 percentage points.**

- Promote student engagement in extracurricular activities and events that encourage physical activity or social-emotional well-being.
- Identify and leverage opportunities to enhance students' dining experience in the cafeteria to further encourage healthy eating.
- Promote Well Way activities among all employee groups.

**Objective 2: Increase the number of community programs and resources that provide wellness and social-emotional learning support for students and families at the school site by 25%.**

- Review and evaluate current school-level partnerships for potential enhancements.
- Develop and implement a District collective impact model for schools to collaborate with community-based partners on the creation of school-specific comprehensive support plans for students and families.
- Monitor the number of student health screenings, immunization reports, and similar data to identify opportunities for expanded partnerships with health-based organizations in the community.

**Objective 3: Two-thirds of students and staff will agree that their school effectively supports students' social-emotional well-being.**

- Implement new social-emotional learning (SEL) curricula, mental health programming, and supplementary SEL programs and initiatives in all schools.
- Provide school-based staff with additional professional development on SEL strategies to support students' well-being and the identification of student mental health challenges.
- Augment the number of student mental wellness clubs in secondary schools.
- Expand the number and reach of Tier 1 SEL resources available to students.
- Monitor the number of students meeting Early Warning Systems (EWS) indicators, the number of mental health referrals, and threat assessment data to provide students and schools targeted support as needed.

## Pillar II Priorities, Objectives & Action Steps

**Priority 3** Provide the necessary supports to promote student access and engagement.

### Objective 1: Decrease the number of students with 11 or more unexcused absences by 10%.

- Monitor monthly attendance of students with 6 or more absences and provide tiered attendance interventions as needed.
- Monitor effectiveness of school attendance intervention programs and provide targeted support as needed.
- Leverage family communication to better understand reasons for student absenteeism and provide support as needed.
- Recognize students who have demonstrated attendance improvements.
- Strengthen collaboration with support programs for foster, homeless, and migrant youth to ensure impacted students receive assistance needed to attend school.
- Explore the potential provision of innovative educational opportunities to students on an Attendance Intervention Plan.

### Objective 2: Decrease the number of students returning to Student Success Centers to 10%.

- Provide additional professional development to school-site administrators and staff on the COSC and alternative education programming and procedures.
- Monitor students' return to traditional school from disciplinary programming and provide support for reintroduction through goal setting with school-based staff.
- Provide quarterly Student Success Center (SSC) data reports to Region centers (attendance, repeat student referrals, number of referrals by school, etc.).
- Review and enhance Student Success Center protocols and programming, as needed.

### Objective 3: Increase the number of Senior High and Combination schools participating in a school start time of 8 am or later to 35% or greater.

- Collaborate with employee groups to review and align on potential implications for working conditions.
- Communicate to stakeholders the benefits of a later start time for secondary students.
- Identify pilot schools and feeder patterns to implement later start times.
- Modify transportation routes to meet demands of modified schedules.

## Pillar III Priorities, Objectives & Action Steps

**Priority 1** Recruit and retain the most qualified employees.

**Objective 1: Increase newly hired employees' and hiring managers' satisfaction with the hiring process by 5%.**

- Integrate and align all District hiring platforms through one system that communicates with the current SAP system.
- Redesign the Human Capital Management (HCM) website.
- Establish uniform hiring protocol.
- Establish a human capital data dashboard to inform HCM decision-making.
- Provide training for hiring managers to utilize the HCM dashboard.
- Enhance onboarding and orientations for all employee groups.

**Objective 2: Develop and retain at least 60% of all teachers who are non-education majors and/or career changers.**

- Establish an immediate relationship with newly hired teacher candidates through the New Teacher LAB.
- Identify newly hired teachers who are non-education majors.
- Promote participation in Florida Teaching Certification Examination (FTCE) tutorials.
- Increase participation in MINT 2.0, the District's new teacher induction program.

**Objective 3: Increase the number of qualified candidates for the annually identified difficult-to-staff areas by 5%.**

- Conduct targeted outreach to attract content knowledge experts/individuals with specific technical expertise.
- Explore additional compensation or incentives to attract candidates.
- Expand the District-developed teacher pre-service program to identify and train teachers for ESE.
- Develop platform for Master Plan Points to convert to college credits towards a Master's or Specialist's degree with college and university partners.
- Explore job description for "Adjunct Educator" for specialized positions.
- Establish an academy to prepare temporary instructor applicants to serve as qualified substitute teachers and promote participation in the academy annually.
- Expand participation in school-site administrator pipelines.

**Objective 4: Increase the number of employees participating in career lattice opportunities that support employee development, skill growth, and retention by 5%.**

- Credential teacher leaders as New and Early Teacher Leader, Framework of Effective Instruction/Content Expert/Instructional Coach, Professional Learning and Growth Leader, and Digital Innovation Leader.
- Strengthen pipeline to move early career teachers towards National Board Certification.
- Develop an academy to support adjunct instructors and clinical supervisors.
- Design a cadre of MINT mentor experts on the instructional rounds process.
- Expand participation in school-site administrator pipelines.
- Amplify the participation of school-site administrators in national professional development programs.
- Promote participation in the Teacher LEADership Academy for school-based teams of educators.

## Pillar III Priorities, Objectives & Action Steps

**Priority 2** Develop a culturally responsive and high-performing workforce.

**Objective 1: Increase participation in professional learning activities that promote a culture of collaboration and collective responsibility for student learning by 25%.**

- Provide training and support to all Professional Learning Support Team members through bi-annual conferences, monthly professional development cafes, office hours, and ongoing communication.
- Develop and test a high-quality, teacher-directed professional learning program.
- Develop a Teacher Leadership Endorsement in collaboration with the Florida Department of Education.
- Expand Title IX and civil rights training opportunities for employees throughout the school year.
- Provide support personnel with professional development opportunities to enhance effectiveness and customer service.
- Augment professional development opportunities through intensive summer programming.
- Augment professional development opportunities for school-site administrators.
- Correlate responses for select School Climate Survey questions to responses collected from professional learning sessions to inform ongoing training for administrators.

**Objective 2: Seventy-five percent of employees who participate in Diversity, Equity, and Inclusion (DEI) professional learning activities will perceive themselves as change agents and promote culturally responsive learning practices, equitable educational opportunities and fair and equal hiring and promotion practices.**

- Require DEI indicators in course proposals through the District's Professional Development Management System (PDMS).
- Develop training modules for all employee groups, as well as associated key measures, in collaboration with the Office of Educational Equity, Access, and Diversity.
- Establish a cross-department DEI task force to ensure inclusion of all stakeholders in the development of training materials and resources.
- Ensure all work locations and employee groups have teams trained on District-wide DEI strategies.

**Objective 3: Seventy-five percent of support personnel who engage in professional training and development opportunities to acquire new skill sets will perceive themselves as more capable and better able to complete job responsibilities.**

- Provide training to existing and newly hired employees.
- Provide coaching and consulting to administrators and technical/support staff.
- Expand Title IX and civil rights training opportunities for employees throughout the school year.
- Incorporate cybersecurity training in professional development offerings/onboarding for all employees.
- Develop and offer a series of comprehensive professional development sessions targeted to specific employee groups and/or positions, such as clerical support, police officers, registrars, school bus drivers/aides, etc.
- Develop face-to-face and online training and development opportunities regarding professional behavior, effective conflict resolution, and workplace performance for all school support personnel.

## Pillar III Priorities, Objectives & Action Steps

**Priority 3** Develop administrators as effective leaders of human capital.

**Objective 1: Seventy-five percent of administrators will participate in professional development for effective human capital management.**

- Establish Impact, a professional development initiative to address the teacher observation process, provide meaningful feedback to improve instructional practice, and promote culturally responsive school leadership.
- Provide additional training on Title IX, Civil Rights Compliance, Labor Relations, Employee Assistance, Leave and Retirement, the American with Disabilities Act, Certification, Recruitment, Professional Standards, and effective hiring practices.
- Amplify the participation of administrators in self-selected courses by developing a needs assessment survey and tailoring course offerings accordingly.

**Objective 2: Increase participation in career ladder opportunities by 50%.**

- Promote participation in school-site administrator pipelines, such as BENCH and Project REDI, through advertisements via weekly briefings, Workplace, and social media.
- Assign a District mentor to each principal pipeline program participant.
- Establish a School-Site Administrator Mentorship Program.
- Establish an Early Career District Administrator Academy.
- Conduct quarterly succession management meetings with department chiefs.
- Conduct an annual review of the M-DCPS Succession Management Plan.

## Pillar IV Priorities, Objectives & Action Steps

**Priority 1** Enhance and diversify communication strategies to strengthen stakeholder understanding.

**Objective 1: Increase communications with an emphasis on underrepresented communities by 10%.**

- Ensure that community-based organizations (CBOs) and other partners are included in email communications.
- Expand the placement of District-created content in print and digital media.
- Produce new media in the form of podcasts in multiple languages.

**Objective 2: Increase social media reach and impressions by 10%.**

- Develop an external communications campaign highlighting our schools, students, and staff, as well as current school volunteers, partners, families, and alumni.
- Create more visually interactive content.
- Utilize diverse stakeholder testimonials.
- Promote understanding and acceptance of diverse cultures.
- Expand live streaming of School Board meetings on social media platforms.

**Objective 3: Increase internal communications to ensure 100% of employees receive important District news and information.**

- Utilize a variety of digital platforms.
- Collaborate with other District departments and school sites on best practices for informing employees.
- Increase the number of employees opting into the District's automated messaging system.
- Expand the presence of theHub@MDCPS on the Dadeschools App.

**Priority 2** Improve and amplify meaningful two-way communication with stakeholders to ensure equity and access.

**Objective 1: Increase professional development opportunities on best practices in communication strategies for school-level personnel to engage with community partners by 10%.**

- Create on-demand modules and other digital assets for anytime, anywhere professional learning.
- Provide virtual/in-person professional development opportunities throughout the year

**Objective 2: Increase the percentage of parents indicating they agree there are opportunities to engage with their child's school by 10 percentage points.**

- Provide professional development and support to school-site personnel on conducting in-person and virtual meetings with families.
- Provide professional development to school sites on effective family engagement strategies.
- Procure and implement new platform that will facilitate two-way communication between employees and families.

## Pillar IV Priorities, Objectives & Action Steps

**Priority 3** Empower all stakeholders to be active participants and advocates in public education.

**Objective 1: Ensure 100% of schools provide opportunities for families to become empowered to advocate on behalf of their child's education.**

- Align family engagement efforts across District departments.
- Support school sites in identifying advocates for public education through the establishment of PTAs and other parent advocacy groups.
- Provide opportunities for families to have a voice in school-site and District decision-making.
- Provide additional opportunities to strengthen families' capacity to support their child(ren).

**Objective 2: Ensure 100% of traditional schools have a cadre of school volunteers or community partners to support students and families.**

- Identify schools in need of additional support (i.e., school volunteers, Dade Partners, and alumni).
- Conduct in-person and virtual community outreach to match available resources with identified needs.
- Identify additional partnerships and build capacity to provide resources that address the diverse needs of our students, families, and schools.
- Streamline partnership process for delivery of services to students, families, and schools.
- Enhance District-wide tracking platform for partnerships.

**Objective 3: Ensure students develop positive relationships with adults who support their educational experiences by increasing internship providers and mentors by 15%.**

- Promote and utilize virtual platforms for delivery of services.
- Develop campaign highlighting success stories to recruit mentors and internship providers.
- Provide professional development to school-site personnel on recruiting, retaining, and recognizing internship providers and mentors.
- Enhance internship-matching system.
- Expand programs that provide mentoring.

# Pillar V Priorities, Objectives & Action Steps

**Priority 1** Maintain the District's strong financial position.

**Objective 1:** Meet or exceed the Fund Balance Reserve target of 5.5% for the combined assigned and unassigned General Fund balance net of charter school revenues.

- Maximize the use of Elementary & Secondary School Emergency Relief (ESSER) funds in a manner that ensures General Fund sustainability.
- Continuously monitor revenue fluctuations and make all necessary budget adjustments accordingly, including reductions to all non-school locations and the usage of physical assets, if necessary.
- Create reports to facilitate the verification of revenue owed for VPK and Community Schools.

**Objective 2:** Reduce annual debt service expenditures to provide cost savings of at least 5% Net Present Value over the remaining term of the debt.

- Time the issuance of Certificate of Participation (COP) refundings to align with favorable market conditions, thereby maximizing savings.
- Execute General Obligation Bond debt remarketings based on market conditions, as appropriate, to increase savings.

**Objective 3:** Increase funding for the District by annually attaining or superseding the per-student statewide average.

- Share information regarding the District's effective use of public funds with legislators and other key stakeholders.
- Maintain increased student funding as a legislative priority.
- Advocate with the legislature to increase education funding and provide a differential that considers higher cost factors in Miami-Dade County.

**Objective 4:** Maintain K-12 enrollment at no less than 99% of 2020-2021 level.

- Implement online student registration system.
- Provide mandatory professional development to principals and other school staff to help change the culture of prospective families' interactions.
- Create a centralized mechanism for prospective families to ask and receive answers to any questions they may have prior to enrollment.
- Partner with faith-based groups to offer attractive after-school enrichment programs.
- Evaluate potential incentive structures for school-site administrators to successfully recruit students.
- Explore the potential inclusion of a school enrollment-related metric on administrator evaluations.

**Objective 5:** Increase the amount of supplemental funding acquired through partnerships and competitive grant opportunities by 1%.

- Research potential grant funding opportunities and disseminate the information accordingly.
- Develop and submit competitive grant applications.
- Collaborate with the Foundation for New Education Initiatives (FNEI) to identify and pursue potential partnership opportunities.

# Pillar V Priorities, Objectives & Action Steps

**Priority 2** Ensure efficient and effective business practices.

**Objective 1:** Ensure no more than 1% of competitively awarded grant amounts are unspent within the grant period.

- Collaborate with grant managers to continuously check spending projections.
- Proactively plan for all necessary expenditure transfers.

**Objective 2:** Ensure no more than 0.1% of ESSER II and American Rescue Plan (ARP) ESSER grants are unspent within the grant period.

- Hire key staff into grant-funded positions that expire upon grant ended date.
- Collaborate with all departments to ensure project rollout is on schedule.
- Build an ARP/ESSER II website with easy-to-understand spending information for the general public.
- Host town hall meetings across the community throughout the grant period to advise stakeholders how the District is utilizing the awarded funds.

**Objective 3:** Keep annual health plan spend lower than other state and local governments' nationwide.

- Collaborate with all bargaining and meet-and-confer groups to expand employee wellness programs.
- Increase the number of M-DCPS health clinics across Miami-Dade County.
- Provide additional opportunities to educate employees on available healthcare options, including the expanded use of the Healthcare Blue Book.
- Increase awareness of benefits and preventative screening while reducing healthcare costs.
- Create a Well Way Chronic Disease Management program to provide a more holistic approach to benefits engagement.

**Objective 4:** Limit total system outages as a result of a cybersecurity breach to less than 0.1% (9 hours) annually.

- Coordinate mitigation efforts with the District's Internet Service Provider.
- Maintain an additional Distributed Denial of Service (DDoS) mitigation solution.
- Maintain Advanced Threat Protection (ATP).
- Provide all employees with professional development on best practices in cybersecurity.
- Continue to research cybersecurity solutions and update the District's practices accordingly.

## Pillar V Priorities, Objectives & Action Steps

### Priority 3 Ensure equitable purchasing/procurement practices.

#### Objective 1: Increase goods and services expenditures with certified firms by 15%.

- Monitor and report school-site and department spend.
- Connect with publicly listed businesses to inform them of the process to become certified with M-DCPS and advise them of new bidding opportunities.
- Separate large contracts into multiple opportunities to increase accessibility for small businesses.
- Establish race/gender conscious goals on Request for Quotes, Invitations to Bid, and Request for Proposals.
- Expand the pool of available bidders to promote increased competition.
- Provide a 90-day preview of upcoming opportunities by Procurement Buyer/Group to facilitate more responses from certified firms.

#### Objective 2: Maintain or improve facilities expenditures with minority and women-owned certified firms without mandatory race/gender conscious goals.

- Monitor and report General Obligation Bond, Facilities, and Maintenance expenditures on projects without mandatory goals.
- Facilitate partnerships between established firms and new/non-contracted firms.
- Provide feedback and technical assistance to firms who were not awarded M-DCPS contracts

### Priority 4 Establish and implement sustainability practices.

#### Objective 1: Reduce energy usage by 15%.

- Implement EnergyCAP at all M-DCPS facilities to actively benchmark and monitor progress towards water reduction.
- Upgrade potable water infrastructure in 10 schools (targeted based on overall water usage).
- Pursue all Miami-Dade County Water and Sewer Department water conservation incentive rebates on all new construction and renovation projects.
- Implement a water savings rebate competition among schools and ensure savings generated through reduced water usage are provided directly to the participating schools.
- Establish Water Use Intensity (WUI) targets for new construction and major renovation projects.
- Continuously review and update the District's Design Criteria and Guideline Specifications to improve the quality of all construction projects.

#### Objective 2: Reduce water usage by 10%.

- Implement EnergyCAP at all M-DCPS facilities to actively benchmark and monitor progress towards water reduction.
- Upgrade potable water infrastructure in 10 schools (targeted based on overall water usage).
- Pursue all Miami-Dade County Water and Sewer Department water conservation incentive rebates on all new construction renovation projects.
- Implement a water savings rebate competition among schools and ensure savings generated through reduced water usage are provided directly to the participating schools.
- Establish Water Use Intensity (WUI) targets for new construction and major renovation projects.
- Continuously review and update the District's Design Criteria and Guideline Specifications to improve the quality of all construction projects.

#### Objective 3: Increase waste diversion by 5%.

- Implement construction waste management plans on all new buildings and renovation projects.
- Develop and implement District-wide recycling plan.
- Develop and launch school composting pilot project for potential use as a District standard.
- Eliminate single-use plastic and Styrofoam from all District facilities.